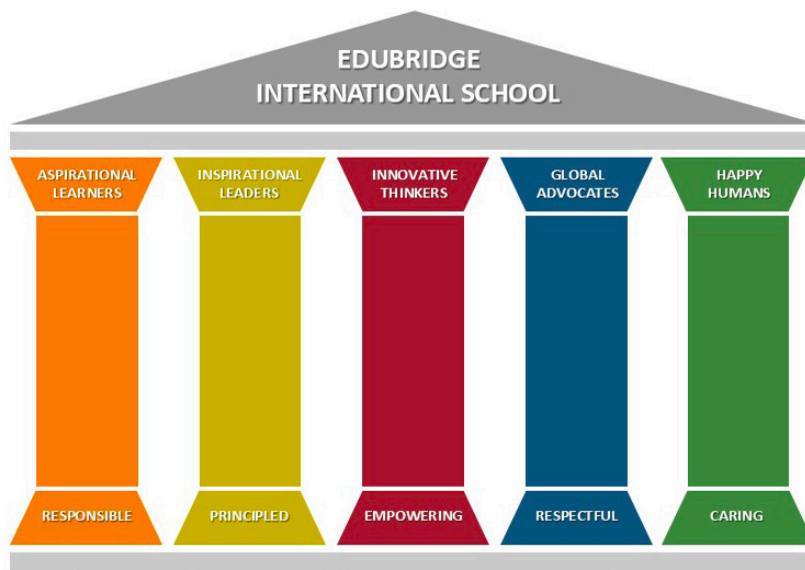




## EIS Student Well-Being Manual



### GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

#### EIS Vision

Aspirational Learners  
 Inspirational Leaders  
 Innovative Thinkers  
 Global Advocates  
 Happy Humans

#### EIS Mission

*Providing well-being  
 and high-quality learning  
 in pursuit of varied success  
 and a better world for all*

#### EIS Core Values

Empowering  
 Caring  
 Principled  
 Respectful  
 Responsible



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## PART 1: INTRODUCTION

### Well-being

Well-being is a sustainable condition (continual process) that allows our students, staff and school as a whole to develop and thrive. Well-being is synonymous with positive mental health, which the World Health Organization defines as “a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community”. This conceptualization of well-being goes beyond the absence of mental ill health, encompassing the perception that life is going well.

At EIS we define well-being as “the combination of feeling good and functioning well”. Our definition encompasses numerous facets such as experiencing positive emotions, feeling content and happy, developing one’s potential, having a sense of control over one’s life, having a sense of purpose, experiencing positive relationships, experiencing high-quality learning, feeling valued and respected, and having one’s human and/or child rights upheld. Well-being requires a whole school approach so that all components of the school organization work coherently together, engaging the entire school community. Our SEL program, embedded in the curriculum, has a catalytic effect in increasing the overall well-being of our students.

Well-being has also been linked to success, with those individuals high in well-being exhibiting greater productivity, more effective learning, increased creativity, more prosocial behaviours, better relationships, higher academic achievement, better physical health and greater longevity. Without a doubt, well-being is central to positive school experiences and varied success.

### Key aims of this well-being Manual

Since well-being is crucial to academic performance and quality of life, we have made every effort in this manual to use clear, concise, and readily understandable language to articulate our approaches for nurturing SEL. The well-being Manual is essential reading for all school personnel. It has been developed by current educational and neurobiological research. The key aims of this manual are:

- ✦ Defining our core beliefs and values in the context of well-being
- ✦ Providing background information on well-being
- ✦ Explaining how well-being is crucial to learning and academic achievement
- ✦ Describing our well-being curriculum and programmes
- ✦ Clarifying our well-being services and referral procedures
- ✦ Specifying standards of practice that all Staff must uphold to ensure well-being for all
- ✦ Laying out the tiered approaches for teaching positive behaviours and handling negative behaviours
- ✦ Clarifying the school’s well-being training programmes for all Staff
- ✦ Describing how we implement/monitor/review/improve our well-being curriculum and programmes
- ✦ Stating that our school counsellors are here for everyone - students and staff

## PART 2: WHO WE ARE

### OUR SOCIAL EMOTIONAL LEARNING TEAM

Our EIS Social Emotional Learning Team consists of the following members:

- 😊 Apeksha Trivady - School Counselor
- 😊 Lajya Nayak- School Counselor
- 😊 Aditi Khanna- School Counselor
- 😊 Chantelle Monterio- PYP Coordinator
- 😊 Sunita Agarwal- Learning Support Teacher/School Counselor/SEL Team Leader
- 😊 Mansi Gandhi- Assistant MYP Coordinator
- 😊 Radha Trivady - MYP Coordinator, Head of Curriculum
- 😊 Arnaz Ranji Charna - Head of School
- 😊 Uzma Malkani - EYP Coordinator
- 😊 Tracy Waller- DP Coordinator

### OUR TEAM STATEMENT ON SOCIAL EMOTIONAL LEARNING

Our core purpose is to equip students with the abilities and beliefs they need to flourish in school - socially, emotionally and intellectually. To this end, our SEL Team creates, implements, monitors and updates the school's SEL curriculum and programmes.

#### Our commitments to social emotional well-being

- ✧ Upholding and advocating for the rights of every school employee and volunteer
- ✧ Ensuring the best interests of students and staff in all actions and decisions affecting them
- ✧ Paying attention to the relationships/dynamics of students/staff to identify any concerns
- ✧ Handling all SEL matters effectively and in accordance with best practices and due process
- ✧ Disclosing SEL concerns to other employers through the referral process (within the law)
- ✧ Providing regular SEL training for all staff
- ✧ Ensuring fidelity to best practices through regular monitoring, review and research processes

### OUR GUIDING PRINCIPLES FOR NURTURING WELL-BEING

#### Creating a Safe Environment that:

- 💧 Protects children from physical harm, through effective supervision and risk mitigation
- 💧 Shelters learners from emotional harm, including child abuse - EIS Child Protection Policy
- 💧 Provides health education, well-being services and immediate medical care
- 💧 Makes students feel comfortable to express feelings and come forward with concerns
- 💧 Validates students who report/disclose sensitive issues: suicidal thoughts, abuse, harassment, etc.
- 💧 Provides immediate action when students report matters: counseling, due process, etc.
- 💧 Has approaches for helping students to be proud of their unique personalities, identities, ethnicities, etc.

- 💧 Has approaches to prevent - and be on the lookout for - discrimination based on religion, colour, gender, orientation, disability, economic status, or any other grounds.

#### **Creating a Positive Environment that:**

- 💧 Nurtures trust through honesty, integrity and transparency
- 💧 Fosters healthy relationships, strong social bonds and a sense of deep belonging for all
- 💧 Makes every student feel heard, cared about and valued as a worthy human being with intrinsic value
- 💧 Nurtures confidence/resilience through growth mindset attitudes and autonomy-supportive teaching
- 💧 Shows sensitivity to each child, accepting differences of personality/cognitive ability/behavioral control
- 💧 Maintains clean, healthy, orderly, and aesthetically pleasing learner spaces
- 💧 Immerses children in a range of environments: nature, playgrounds, maker spaces, sports courts, etc.

#### **Creating an Empowering Environment that:**

- 💧 Encourages students to approach their learning in various ways: group work, self-directed inquiry, etc.
- 💧 Allows students to flourish in myriad ways through a broad offering of subjects and co-curricular activities
- 💧 Encourages students to ask questions/state opinions/make suggestions/offer feedback to teachers
- 💧 Lets students set their own goals, pursue personal interests and create unique pathways to varied success
- 💧 Nurtures student-led groups that focus on shared interests, social issues, etc.
- 💧 Encourages students to propose changes (via STUCO) to the EIS Charter of Student Rights
- 💧 Let's students be active, vocal and mobile in classrooms and outdoor spaces
- 💧 Gives students voice, choice and ownership: developing essential agreements, requesting deadline extensions and having a say in school policy, curriculum content and school decisions affecting them

#### **Creating a Supportive Environment that:**

- 💧 Follows international best practices for social emotional learning: i.e., early intervention, PBIS, RTI, etc.
- 💧 Develops a comprehensive SEL curriculum with age-appropriate standards and indicators for self-awareness, social awareness, responsible decision making, relationship skills and self-management.
- 💧 Embeds social-emotional curriculum into each subject and unit of study, providing real-life opportunities for students to learn and practice concrete socio-emotional skills and attitudes.
- 💧 Offers a range of SEL services in pursuit of high-quality learning and well-being for all: i.e., individual counselling, group counselling, learning support, advisory lessons, etc.
- 💧 Provides workshops and forums for students, teachers and parents on important well-being topics: i.e., anti-bullying, inclusiveness, conflict resolution, child protection, self-care, etc.
- 💧 Ensures smooth, stress-free transitions when students and staff join the school, take on new roles, move to the next grade and transfer from EIS to new destinations.

#### **Creating a Just & Impartial Environment that:**

- 💧 Clarifies to students the school's expectations of behaviour and consequences for disciplinary offences
- 💧 Upholds the EIS Behavior and Discipline Policy to ensure that students are always treated fairly
- 💧 Gives 'due process' when a student is charged with a disciplinary offence: e.g., the presumption of innocence, no interrogation, opportunity to explain, parental representation, as per the EIS Charter of Student Rights
- 💧 Uses non-punitive approaches - to the greatest extent possible - in pursuit of positive outcomes for all

- 💧 Has adults who remain calm/courteous/measured/consistent/fair/non-judgmental when students error
- 💧 Remains even-handed when taking disciplinary measures - prioritizing the well-being of all students involved (including those who have erred)

## 💧 OUR VALUES FOR NURTURING WELLBEING

- 🌸 **Diversity** - We value and embrace every person - no matter their culture, ethnicity, sexuality, gender identity, socio-economic background, personality, designation or any other characteristic.
- 🌸 **Respect** - We uphold the right of every person to dignity - making them feel cared about, connected, empowered, valued, safe and heard as a worthy human being with intrinsic value.
- 🌸 **Caring** - We empathize, unconditionally, with all students and staff: cognitively, emotionally and compassionately.
- 🌸 **Listening** - We listen attentively to all students and staff to comprehend their feelings and whether or not they are being put into words.
- 🌸 **Empowerment** - We give agency, to the extent possible, in how we move forward with students and staff.
- 🌸 **Advocacy** - We uphold the UN Rights of the Child and the [EIS Charter of Student Rights](#).
- 🌸 **Protection** - We seek to be a haven for students and staff who may be experiencing mental illness, psychosocial distress due to abuse, neglect or any other hardship.
- 🌸 **Delivery of care** - We strive to provide care to all who need it: helping students and staff know the full range of support services available to them; building rapport with students to promote self-referrals; conducting regular “kid talk” sessions to promote teacher referrals and early intervention; and engaging the community in actions aimed at destigmatizing mental health issues.
- 🌸 **Mentorship** - We activate students and staff as social-emotional resources for each other - helping them to develop social-emotional competencies through lessons, workshops and one-on-one support.
- 🌸 **Bias-busting (adulthood)?**
- 🌸 **Oneness** - We help students and staff to see that we’re not that different from each other and we’re all in this together - everyone has social and emotional needs and we can support each other regardless of our differences in age, status, gender or any other characteristic.
- 🌸 **Skill-building** - We create and implement a social-emotional curriculum for students to develop key SEL competencies that will help them to make optimal decisions and discover their pathways: self-awareness, self-management, responsible decision-making, social awareness and relationship skills.
- 🌸 **Guiding** - We are here for all students and staff, helping them to make healthy decisions and choose pathways that are ideal for them.
- 🌸 **Solutions focus** - We strive to pinpoint problems, identify root causes, understand the full range of interacting variables and consider a range of solutions - to achieve positive outcomes for all.
- 🌸 **Person-centeredness** - We keep the person at the centre of all interactions - upholding their right to feel safe, supported, cared about, happy and confident at school.
- 🌸 **Professional judgment** - Counselors are trained professionals who always act in the best interests of their clients - understanding that each situation is nuanced and every individual is unique.
- 🌸 **Confidentiality** - Counselor-client trust is crucial for positive outcomes. Therefore, counsellors must use their professional judgment to make appropriate decisions related to confidentiality.
- 🌸 **Responsibility** - We accept the ‘duty of care’ that we have for all Staff in our school; protecting their health, safety and well-being.

- 🌸 **Composure** - We remain cool, calm and collected to be highly effective as counsellors.
- 🌸 **Self-care** - We look out for ourselves and support our team members to deal effectively with work-related stress and trauma.
- 🌸 **Responsibility** - We uphold Indian Law and embrace the [ASCA Ethical Standards for School Counselors](#).
- 🌸 **Positive Discipline** - We empower students to navigate life effectively by i) establishing reasonable expectations of behaviour; ii) ensuring that students know and respect one another's rights; iii) having a tiered approach when responding to misbehaviour; and iv) modelling calm, respectful and constructive behaviour as adults.
- 🌸 **Balance** - We nurture student and staff well-being, helping them flourish in all aspects of their lives - in pursuit of varied success (see below).
- 🌸 **Acceptance** - Understanding that hardship isn't distributed evenly among people, and there is no set level of well-being that a child should achieve. We accept how cultural, economic and social norms impact people's well-being, therefore the outcome is varied for each individual.

## PART 3: WHAT WE KNOW ABOUT SOCIAL EMOTIONAL LEARNING

### OUR DEFINITION OF SOCIAL EMOTIONAL LEARNING

Social-emotional learning represents a specific domain of child development. It is a gradual, integrative process through which children strengthen their capacity to understand, experience, express, empathise, make responsible decisions and manage emotions. They learn crucial skills for developing meaningful positive relationships with others.

### OUR DEFINITION OF HIGH-QUALITY SCHOOL COUNSELING

We define school counselling as a professional activity delivered by qualified practitioners in schools. The Counselors are well acquainted with the current well-researched practices. Collaboration with families and other school staff so that students have equal access to the resources. Our school counselling program covers the 3 important development domains- Social and Emotional support, where troubled and/or distressed children and young people have an opportunity to talk about their difficulties, within a relationship of agreed confidentiality', Academic and Career goals.

### THE IMPORTANCE OF HEALTHY RELATIONSHIPS IN SCHOOLS

There is a Zulu term 'Ubuntu', which loosely translates to 'I am because we are', that means that the way we understand ourselves is through the shared humanity we experience with others in a community-family is a community, friendships become communities and school is a community too. Contrary to popular belief, approval DOES NOT come solely from within! We are dependent on others' continued acknowledgement, affirmation and connection to make meaning about ourselves and our lives- without people, we alone would lack meaning and purpose- *'People are people, through people.'*

This dependence further means that people in our communities have the power to make the narratives we develop about ourselves and our lives, optimistic or negative and cynical. Our relationships with people who are controlling, harsh, critical, overly sarcastic, ambivalent and manipulative can push us to be consumed by our flaws, shortcomings, fixed mindsets and have an overall negative worldview while experiences with people who are honest, caring, supportive, non-judgemental and open-minded can enable us to have an agentive, confident and inspired self and world view and ultimately lead to success

socio-emotionally, academically, intellectually --

People (adults especially) constantly telling a child they don't have what it takes to be 'good at math' makes that the child's narrative- eventually the child starts saying 'I don't have what it takes' when that may not be a reflection of the child's ability at all. When people consider saying 'You're not there, YET'- it completely changes the narrative the child creates about themselves.

Research has evidenced that --This is as true for adults as it is for children- children form personal identities relationally and therefore at EIS, we believe in intentionally practising to form and sustain positive relationships.

## WHAT IS A POSITIVE/ HEALTHY RELATIONSHIP?

A positive relationship is one filled with trust, safety, support, honesty, collaboration and no imbalance in power

- ✓ It makes one feel important and valued but also points out areas of improvement/ growth
- ✓ It makes one believe in themselves and feel confident but also allows one to mess up/ make mistakes and learn from them WITHOUT feeling shame
- ✓ It makes one feel worthy and deserving of good things but also makes one realize and work towards their potential
- ✓ It makes one feel safe and comfortable but also pushes one to take risks
- ✓ It makes one feel supported but also fosters and encourages one's independence
- ✓ It has praise and appreciation but also consistent constructive feedback/forward/back
- ✓ It makes one feel like they belong but also makes their individuality and uniqueness shine

## WHAT COMES IN THE WAY OF POSITIVE/ HEALTHY RELATIONSHIPS?

However, building and growing relationships isn't always easy. There are several barriers to relationship building which are in some ways interconnected:

1. **Skills:** Relational awareness and management are not taught like Math or English Lit are and so we all rely on observation and feedback to gain awareness and navigate through our relationships. It is therefore unfair to expect everyone to have the prowess to pick up on social cues, understand non-verbal language, communicate assertively, deal with conflict, draw boundaries, cope with change and manage complicated relationship situations.

2. **Fears:** People are scared and people are threatened more often than not because they are trying to protect something important to them. This can be their self-esteem, their interests, their pride, their image etc.

3. **Personality/ Temperament:** Some people are more introverted than others, and some like to spend more time with themselves. Some people work in bursts of motivation and energy, while others work consistently over some time. Some people are highly sociable, while others want to have deep and intimate relationships with very few people. People have different comfort levels in different situations according to their personality/ temperament. When their characteristics are seen as flaws or they exist in situations where one trait is favoured over the other, it can come in the way of forming positive relationships. For example, extroverts are more visible in organizations and so more likely to be appreciated- that may leave the introverts feeling excluded or not recognized.

4. **Environmental factors:** The pandemic has proved that physical presence adds an unfathomable value to interactions and social well-being. A systematic review by Loades et al. indicates that there is



extensive pre-pandemic research showing an established connection between loneliness and overall well-being in children and adolescents.

### **Opportunities for practice**

Despite extensive evidence of the impact of loneliness and social isolation on children and adolescent wellbeing, there is still limited evidence of the effectiveness of specific interventions to prevent loneliness or reduce its effects on wellbeing in a digital environment. However, the school's commitment to ensuring digital safety and educating students about digital citizenship is upheld.

## **ADULTISM/ AGEISM**

Children and teenagers for centuries have been considered smaller, incomplete versions of adults. Their different capacities for executive functioning, speech, and emotional regulation among other skills have over the years given them the position of 'partially functional' or 'developing' as though the final 'product'- the fully functional- is an adult. The unfortunate consequence of this line of thinking is that children and teenagers are intentionally excluded from activities and processes like policy writing, curriculum creation and others because they require 'adult' capabilities and functionality.

What if, instead of thinking of children as 'incomplete adults' we start thinking of them as a community with their own set of skills and functions 'different' from adults? For example, teenagers are very likely to take more risks than adults because their 'consequential thinking' abilities are different from adults. What if their risk-taking potential were useful in implementing a new and bold school rule? What if their tendency to experience emotions very intensely was honed into them standing up strongly in student leadership for the rights of students? What if their free-flowing creativity was valued in writing a social-emotional learning curriculum?

Edubridge believes strongly in the potential of children and teenagers to affect change and refrain from excluding or discriminating based on age and upholds student voice, choice and ownership.

## **OUR DESIRED ECOSYSTEM**

The mightiest ecosystem of all is the tropical rainforest - with dense green foliage, breathtaking diversity and fierce apex carnivores. Jungles are impressive, no doubt, but they have a dark side too - they create winners and losers. Unfortunately, some schools believe in the "*Law of the Jungle*", maintaining high-stress environments where few can reach their potential. The source of the stress is twofold: i) students have limited freedom of choice, having to conform to the curriculum and comply with their teachers to succeed and ii) they must compete with each other, vying for limited slots at the far-right edge of the bell curve. In such schools teachers act like **carpenters**, using the curriculum as a blueprint for what every student "*ought to be*" and using controlling behaviours as construction tools for shaping young hearts and minds. In this jungle-like environment, only about 20% of children can succeed, with the rest developing low confidence and feeling unmotivated to learn. At EIS we have a different approach, using student-led inquiry to discover what every student "*aspires to be*". Rather than pressuring students to match up to antiquated notions of what is essential, we nurture their curiosity and creativity by validating their ideas and meeting their social and emotional needs. Like **gardeners** who cultivate radiant flowers by providing the right amounts of sunlight, water and nutrients, our teachers cultivate innovative thinkers and happy humans by giving every child a strong sense of "voice, choice and ownership". Thus, Edubridge is like a secret garden - a lush and creatively imagined ecosystem where children compete with themselves - not others - to achieve their own goals and thrive.

## **PART 4: OUR ROLES AND RESPONSIBILITIES (KPIs) AND OUR PLANNED**

## ACTIONS(WHAT WE DO).

### 1. Promoting Counseling Services

- ✓ Promoting a healthy school culture - filled with trust and respect - that nurtures well-being organically
- ✓ Making students/teachers/parents aware of the full range of counseling services and how to avail them
- ✓ Having strategies to help students see counselors as approachable and trustworthy student advocates
- ✓ Having private counseling spaces where students can go without being seen by peers
- ✓ Clarifying the school's counselling confidentiality policy in the Student Handbook
- ✓ Communicating the limits to parental involvement, underpinned by ethical/legal/safe-guarding factors
- ✓ Having strategies to demystify and destigmatize counseling services
- ✓ Stocking the library with a variety of student-friendly books on SEL topics
- ✓ Training teachers basic counseling skills to use in their daily practice
- ✓ Training teachers to act in ways that will increase the likelihood that students confide in them when they are dealing with personal difficulties/family problems.

[What we do for School Counseling](#)

### 2. Activating 'Key Adults' (non-counselors) as Supports for Counseling Services

- ✓ Viewing counselling as one part (not a replacement) of a whole school approach to supporting well-being
- ✓ Having strategies to establish a strong partnership with parents before (and after) counselling needs arise
- ✓ Establishing a collaborative culture so that students receive a range of services in a coordinated way
- ✓ Taking proactive steps to ensure effective communication/cooperation amongst relevant stakeholders
- ✓ Partnering with external counsellors and support services as needed
- ✓ Establishing external partners to assist with complex cases (other schools, counselling centres, etc.)
- ✓ Liaise with teachers, learning support team and parents
- ✓ Helping teachers develop skills and approaches for meeting SEL needs in classrooms
- ✓ Directing staff and parents to trusted external mental health service providers

### 3. Identifying those in need of Counseling Services

- ✓ Having a clear referral process that is understood by all
- ✓ Having a one-on-one counselling session each semester with every student
- ✓ Having a monthly "Kid Talk" for each grade level, for teachers to identify students of concern
- ✓ Establishing a 'report and record' culture, so that teachers constantly take initiative
- ✓ Teaching all stakeholders to recognize students who need counselling and take proper steps
- ✓ Having regular classroom visits by school counsellors
- ✓ Striving to identify needs as early as possible to avoid bigger problems developing
- ✓ Conducting periodic surveys among all stakeholders to elicit evidence on SEL/counselling needs
- ✓ Training all members of staff to recognize the signs of a person in need of counselling

### 3. Providing Academic Counseling Services

- ✓ Providing each student with at least one academic counselling session per semester to review progress, help them set attainable goals and make them aware of the educational options available to them.
- ✓ Providing extra support for students who are not making sufficient academic progress
- ✓ Helping students and their parents to adjust goals and consider alternative pathways
- ✓ Collaborating with Programme Coordinators to help struggling students (and their parents) to understand the following: i) the student's academic record, ii) the course of work and academic progress needed for satisfactory completion of the subject/programme, iii) the options for IB subject selection, postsecondary education and future employment, and iv) the range of support options (i.e., Learning Support,

counselling sessions, intervention strategies, curriculum modification, tutoring, remedial centres, psychometric testing, etc.)

#### 4. Providing Social Emotional Counseling Services

- ✓ Creating a framework for the delivery of staged intervention
- ✓ Providing low-level preventative intervention for children with additional support needs
- ✓ Providing small group and one-on-one counselling for students, staff and parents
- ✓ Having a repertoire of research-based counselling approaches
- ✓ Writing, filing and safekeeping counselling notes and SEL-related documents
- ✓ Using professional judgment to ensure sufficient detail in counselling notes
- ✓ Protecting client rights (confidentiality/privacy/access to services, etc.)
- ✓ Delivering both in-person and online counselling services
- ✓ Upholding professional standards of best practice in school counselling (i.e., COSCA, BACP and ASCA)

#### 5. Monitoring/Measuring/Improving Counseling Services

- ✓ Hiring a sufficient number of qualified and competent school counsellors
- ✓ Providing high-quality professional development opportunities for school counselors
- ✓ Tracking client progress with KPIs: safe/healthy/achieving/nurtured/active/respected/responsible/etc
- ✓ Evaluating client progress to make informed decisions/changes
- ✓ Writing an annual results report that shows how students have changed/developed/flourished as a result of the school counseling program
- ✓ Having an effective appraisal process for counselors that uses Key Performance Indicators (KPIs) to rate performance, check fidelity to policies and ensure continual improvement and best practice
- ✓ Publishing a written complaints procedure in the Student Handbook that encourages students to report concerns and complaints about the counselling service in a productive manner
- ✓ Identifying and reporting to leadership any systematic barriers to SEL across the school
- ✓ Updating the well-being Manual through an annual cycle of review

#### 6. Promoting Social Emotional Learning

1. Designing an SEL curriculum that meets the needs of our unique students
2. Developing Standards and Indicators for the assessment of students' SEL competencies
3. Designing and implementing a homeroom programme to target key SEL competencies
4. Providing instruction on psychological and social issues like sex education, bullying, substance abuse, etc.)
5. Evaluating formative assessment data to know where students are at in their SEL journeys
6. Using SEL performance data to make informed adjustments to the SEL curriculum
7. Helping programme coordinators and teachers to integrate SEL into their Units of Inquiry
8. Organizing workshops/webinars on SEL topics for students, teachers and parents
9. Posting regularly on the school blog to promote SEL/well-being initiatives/issues/topics

#### 7. Promoting Student well-being

10. Conducting workshops for parents on parenting skills and SEL/well-being topics
11. Helping all students integrate into classrooms (especially those with higher needs).
12. Collaborating with teachers/school leaders to ensure smooth transitions for all new and continuing students in the school - as per the EIS Transitions Manual and EIS College Counseling Manual.
13. Having prevention strategies/programmes for self-harm, suicide, bullying, harassment, peer pressure, substance abuse and other important issues.
14. Serving as a gatekeeper to ensure that school leadership is aware of and responds appropriately to any:

- inappropriate adult responses to student misbehavior: i.e. approaches that are unethical, ineffective, punitive (not solutions-focused), not research-based, and misaligned with the EIS Guiding Statements, EIS Charter of Student Rights and EIS Behavior for Learning Policy.
- inappropriate academic practices such as excessive homework, unfair assessment practices and under-challenging or over-challenging learners.
- breakdowns with respect to student privacy, conflict of interest, confidentiality, etc.
- factors/practices that are harming student well-being: mental health issues, drug use, abuse, neglect, bullying, peer pressure, unrealistic expectations by adults, harsh treatment by adults, unfair deadlines, put downs, unhealthy competition, making student comparisons, not keeping grades/scores private, etc.

## 8. Promoting Varied Success

- ✓ Making students aware of the many ways they can flourish in school and in life
- ✓ Helping students to identify their interests, strengths and aptitudes through assessment
- ✓ Providing leadership training for students through homeroom/assemblies/workshops/retreats
- ✓ Helping students develop key skills for academic success: i.e., actively participating in class, taking quality notes, having a study space and routine, working smarter not harder, having friends to study with (peer study groups), avoiding time wasters, avoiding distractions and multitasking, knowing when to ask for help - but trying first, being organized, never 'breaking the chain', asking relevant questions, having a growth mindset, etc.
- ✓ Helping students develop self-care skills such as: improving sleep quality/quantity, keeping physically fit, relieving stress, practicing mindfulness, unplugging without a device, spending time with inspiring positive people, making time to relax and be calm, competing with self - not others, overcoming doubts and fears, putting integrity and honesty first, expressing yourself, communicating gratitude, having hobbies, getting involved with extracurricular activities, etc.

## 9. Contributing to Crisis Management

- ✓ Providing grief counseling services to students, staff and families
- ✓ Having critical incident stress management strategies for students and staff
- ✓ Supporting students who have disclosed child abuse or been traumatized in some other way
- ✓ Having strategies, programmes and practices to prevent self harm and suicide: i )identifying and assisting persons at risk, ii) teaching students and staff to recognize when they need support and helping them to find it, iii) equipping students and staff with self-help tools, iv) having outreach campaigns to lower an people's barriers to obtaining help, v) ensuring that individuals with suicide risk have timely access to evidence-based treatments, interventions and coordinated systems of care, vi) ensuring that clients have an uninterrupted transition of care, vii) responding effectively to individuals in crisis providing needed access to walk-in crisis clinics, psychiatric emergency services, and peer-support programs, viii) providing long-term postvention care to help the school community respond effectively and compassionately to a suicide death and ix) reducing access to means of suicide by identifying and mitigating risks, x) helping students and staff to develop stress management and coping skills that prepare them to safely address life's challenges with resilience and adaptability, and xi) promoting social connectedness through supportive relationships with teachers and peers.
- ✓ Steps for Crisis Management(Bullying, Harm to self and others)

## PART 5: HOW WE IMPROVE

### END-OF-YEAR Well-being TEAM SELF-EVALUATION

At the end of each school year, the SEL Team uses the following guiding questions to self-reflect and determine the extent to which it has fulfilled its responsibilities and achieved its aims.

- Has the SEL Manual been reviewed, updated and re-posted on the EIS website?
- What actions are needed, based on the SEL Survey data?
- Are SEL posters prominently displayed in the staffroom, classrooms and common areas?
- How impactful were the feedforward meetings among the SHO, HOS, HOC and school counsellors?
- Were all social-emotional cases documented properly and handled with best practice/due process?
- Did we collaborate with partner schools/external experts in the context of sexual harassment?
- Has the SEL curriculum been reviewed/updated through a collaborative process?
- Has the calendar of SEL training/lessons been completed for the next school year?
- Did we work well as a team? What did/didn't go well? What are our recommendations/planned actions?

### END-OF-YEAR WELLBEING TEAM REPORT

At the end of each school year, after completing its self-evaluation, the SEL Team writes an annual report for the Board. The report compiles the following one-page end-of-year statements.

**SEL Team Leader's End-of-year Statement** - What was the depth, breadth and impact of the SEL curriculum, programmes, services and in-house SEL training sessions for staff? What assessments were done to gauge the knowledge and mind frames of all stakeholders? What specific training was there for members of the board/SLT/SEL Team? What went well? What didn't? What are the recommendations and planned actions of the SEL Team? To what extent were each of the SEL policies met?

**Head of School's End-of-year Statement** - How effectively did the SEL Team fulfil its responsibilities? To what extent was each complex/sensitive case handled correctly? What went well? What didn't? What are the recommendations and planned actions of the HOS in the context of SEL?

## VARIED SUCCESS

At EIS, Varied Success is the ability to reach our own goals in school and life - whatever they may be. Since we all have our aspirations, success is different for everyone. The examples of varied success, listed below, were developed by all EIS Stakeholders through a collaborative process.

### Character Success

This includes traits like integrity, honesty, courage, loyalty, fortitude, and other important virtues that promote positive behaviour. A person with good character does the right thing simply because they believe it is the right thing to do. At EIS, we see student agency and leadership as being vital for character development.

## Community Success

Human beings have a psychological need for belonging. Having a rich network of friends, relatives, teachers, and fellow thinkers not only makes life better - it promotes learning. In this context, we regularly engage our students in group work to foster positive relationships, interpersonal intelligence, and key collaboration skills.

## Experiential Success

Human brains seek novelty. As creative beings, we love to be inquisitive and adventurous. Meeting new people, experiencing different cultures, visiting interesting places, and observing new phenomena are great sources of joy. Additionally, new experiences promote learning that endures. For these reasons, engaging students in experiential learning - both in and out of school - contributes to their learning and success.

## Future Success

Ultimately, we are preparing our students to prosper after high school. This involves students making university and career choices that are right for them. We therefore invest significant time, planning, and guidance to ensure they reach their highest potential in a field of their choosing. Striving for greatness in their careers will not only give them personal satisfaction, it will enable them to make a huge contribution to society. Finally, we want them to achieve family success. After all, when their family life is happy, they will perform better at school and at work.

## Impact Success

We experience deep fulfilment when we live for something greater than ourselves. A caring heart needs to feel significant. To have a purpose. Making a difference can sometimes take us outside of our comfort zones, but in the end, it's immensely satisfying to know that the world is a little bit better because we have walked on the planet. To promote impact success, we provide all students with opportunities to make a difference through leadership roles, service learning, and self-directed inquiry with real-life outcomes that are meaningful to the students.

## Learning Success

This includes learning to achieve goals, learning for learning's sake, having a growth mindset, staying curious, thinking about one's learning, and enjoying the pursuit of knowledge and understanding. Being a life-long learner is not just satisfying - it helps us to adapt and contribute to our ever-changing world.

## Spiritual Success

Spiritual success can be achieved in many ways, like having gratitude for the blessings in our lives, being connected to nature and humanity, feeling love for self and others, being humbled by the vastness and wonders of nature, and having a sense of purpose and meaning. Yoga and mindfulness activities are instrumental to the spiritual success of our learners.

## Well-being Success

This includes having physical and emotional health, a positive mindset, high self-esteem, contentment, and inner peace. We promote well-being by helping students take good care of their bodies, recognise and regulate their emotions, handle challenging situations constructively, be self-aware, and learn self-management skills.

### Work Cited

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### Period of Review: August 2022 - December 2023

Name of the Reviewer	Role
Ms Richa Shah	Admissions Manager
Ms Harshada Chavan	School Nurse
Ms Anjali Castellino	Health and Safety Manager
Ms Lajya Nayak	Whole School Socio-Emotional Counsellor
Ms Aditi Khanna	Whole School Socio-Emotional Counsellor
Ms Sunita Agarwal	Wellbeing Coordinator
Ms Apeksha Trivady	Whole School Socio-Emotional Counsellor
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director



